

Spring Independent School District

Roberson Middle School

2022-2023 Campus Improvement Plan

Accountability Rating: A

Distinction Designations:

Academic Achievement in English Language Arts/Reading
Academic Achievement in Mathematics
Academic Achievement in Science
Academic Achievement in Social Studies
Top 25 Percent: Comparative Academic Growth
Top 25 Percent: Comparative Closing the Gaps
Postsecondary Readiness



Board Approval Date: September 13, 2022

Public Presentation Date: September 8, 2022

Mission Statement

Dr. Edward Roberson Middle School mission is to collaborate with all campus stakeholders to establish a learning environment that features authentic, engaging activities that stimulate students' curiosity while building their capacity to master learning goals in all academic communities and become leaders of tomorrow.

Vision

Dr. Edward Roberson Middle School vision is to prepare and motivate our students for a rapidly changing world by instilling in them, critical thinking skills, a global perspective, and a respect for core values that will shape them into being well educated, well rounded, culturally sensitive, as well as socially conscious individuals. Our students will flourish, and become productive citizens and leaders of tomorrow.

Value Statement

Campus Core Values

•

Resilient

We will be solution oriented, and work through any obstacles.

•

Relentless

We will build our capacity for learning through trial and error to mastery

•

Razor-sharp

We will use critical thinking.

•

Remarkable

We will lead with integrity, and strive for excellence in all we do because we are remarkable, definitely not average.

District Core Values

- We base our decisions on what is best for our students.
- We strive for excellence in all we do.
- We build trust through integrity and lead by example.
- We communicate openly.
- We value diversity and treat everyone with dignity and respect.
- We win as a team.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Dr. Edward Roberson Middle School is a Math, Science, and Fine Arts Academy in the Spring Independent School District. The origin of the school began with answering the community call for an urgent need for opportunities and choices. Founded in 2009, Roberson began a strategic transformational design that serves students with unique instructional needs and interests atypical of a traditional classroom.

Dr. Edward Roberson Middle School is a leader in innovation driving the collaborative ownership model including key components of 21st-century skills balanced with grade-level expectations of the Texas Essential Knowledge and Skills (TEKS) and the English Language Proficiency Standards (ELPS) for English Learners (ELs). Students are skillfully introduced to small learning communities, project-based, problem-based, and performance-based instruction through programs designed to promote College and Career Readiness (CCR) in the areas of Science, Technology, Engineering, and Math (STEM), and the Arts. Educators implement high-quality instruction to scholars within the four pathway/community areas of Performing Arts, Stem Engineering, Law Enforcement, and Environmental Agriculture. Students take courses daily following the TEKS requirements for middle school. The courses include Science, Social Studies, Math, English Language Arts and Reading, two elective courses, and an intervention/enrichment block. Additionally, after-school intervention and co-curricular clubs/organizations are available to support students. One unique feature of the Roberson learner profile is every 8th-grade student leaves with 1.5 to 4.5 high school credits.

The 2018 State of Texas Assessments of Academic Readiness (STAAR) passing rates for Dr. Edward Roberson yielded the highest outcome measures in the history of SISD middle schools. Earning 5 out of 7 state distinction ratings for ELA/Reading, Science, Comparative Academic Growth, Comparative Closing the Gaps, and Postsecondary Readiness. To date, Roberson is proud of being named a 2019 Texas Gold Ribbon School for receiving an A (91%) report card rating as a Texas at-risk school with 75% or above scholars receiving free and/or reduced lunch and successively being named a 2020 *Education Transformation* School by Good Reason Houston, both non-profit Texas organizations. In August 2019, Roberson transitioned from one of the oldest school buildings in SISD to a new state-of-the-art facility designed specifically to drive the specialty programs and level of instructional rigor for scholars. Our most prestigious award was being named a 2020 National Blue Ribbon School for our excellence in closing the achievement gap. Through high-quality instruction and strong culture, Roberson academically, socially, physically, and culturally fosters students to leave Middle school and participate in some of the most elite programs in the district as well as colleges and universities.

At RMS we have a culture rooted in excellence, with rich programs. In 2020, Our SECME team placed 1st in Regionals for their mousetrap car and were invited to compete at Nationals that summer (canceled due to Covid). In 2019 RMS had SECME teams competing Nationally for Vex Robotics and Mousetrap. We placed 5th for Mousetrap. Our Science Olympiad team has won district and competed at the state level for the last 4 years.

In 2019-2020 several of our scholars placed 1st and 3rd in our District Science Fair Finals, moving on to the Regional competition.

We have several programs that come and volunteer their time and talents to empower our scholars. The men of the Alpha Phi Alpha fraternity come to our school one Saturday a month to guide our young boys. The "Go-to-High-School, Go-to-College" program, established in 1922, concentrates on the importance of completing secondary and collegiate education as a road to advancement. Statistics prove the value of this extra impetus in making a difference in the success of young African-American men, given that school completion is the single best predictor of future economic success. Through the Go-to-High-School, Go-to-College educational initiative, young men receive information and learn strategies that facilitate success. Alpha men provide youth participants with excellent role models to emulate.

Roberson's student body demographically represents all 25 elementary schools in Spring ISD. The population is a diverse racial/ethnic body of 66% Hispanic, 21% Black, 3% Asian, 3% White, and 4% American Indian/Alaskan Native students. Additionally, Roberson is a Title I, at-risk campus with 82% of students receiving free and/or reduced lunch.

Roberson serves a sub-population of 30% English Learners, 3% Special Education, and 34% identified Gifted and Talented students. Due to the three-year agreement policy, Roberson has a low mobility rate of approximately 3%.

Demographics Strengths

Roberson Middle is SISD's founding middle school of choice offering STEAM (Science Technology Engineering Arts and Math) as our program focus areas. We use an application process along with a random lottery to gain acceptance from students zoned to all elementary schools in Spring. RMS has Several High School Credit Offerings, College and Career Ready Pathways for At-Risk and Low Econ. Dis. Students. Due to the lottery and application process, the strength of RMS is the stable mobility rate and enrollment of approximately 1050 students for several years due to the lottery selection process.

We have a three-phase selection application process which in turn supports our transition to a magnet academy targeting our district's identified Gifted and Talented students and/or students targeted for gifted and talented instruction. Roberson Middle School targets students with class offerings tied to Performing Arts, STEM Engineering; Law Enforcement; and Agricultural Environmental studies.

The 3 phase process includes Phase 1 Records review: Overall grades, STAAR scores/MAP Scores, attendance, and discipline for each applicant. Phase 2: interview and audition; Phase 3: random lottery for students who qualify from previous phases.

A strength of our new application requirements is that it does allow us as a campus to target our instructional programs in order to offer a learning environment that will feature authentic and engaging activities, stimulate students' curiosity and motivate them to work diligently. We are able to truly embed Rigor, Relevance, and Relationships into our curriculum to reach students who have like interest in the fields we offer.

This past school year, we targeted specific initiatives related to stabilizing our demographics at RMS. Due to our changes, routines, systems, and structures, we were able to see gains with students that were identified as at-risk, now reaching higher levels of performance at the meets level and mastery as measured by STAAR.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): Fewer instructional strategies to address high ESL and Gifted and Talented Special Population are used in classes **Root Cause:** Teachers have not focused on including strategies that focus on meeting the needs of the Gifted and Talented students to push them to mastery level.

Problem Statement 2 (Prioritized): Parent involvement needs to be increased and community partnerships need to be established for our new campus. **Root Cause:** RMS moved to a new campus, in a new area, during the year of COVID. new community partnerships were not able to be established, and the PTO is just starting to return.

Student Learning

Student Learning Summary

RMS data-driven instructional practices, our ongoing RMS Stop Light data analysis process, our built-in interventions, and our campus PLC and Framework yielded results for our current demographic of students. These scores were accomplished with targeted tutorials of staff at Roberson. The systems implemented during the 21-22 school year allowed RMS to see growth in the data from the STAAR Test. Eighth grade Reading improved from at the approaches level but also at the meets and masters level to 88% and 66%, respectively. 8th grade Science showed improvement at the approaches to 99%, meets to 85%, and masters level at 57%. Our Telpas Data showed that of our 229 EB students that were tested, 107 of them scored Advanced high, and 101 of them scored advanced on the Telpas Composite Rating. None of our students scored in the beginning level. We had a total of 759 students take the MAP test for EOY. Our EOY Map Data showed that **50.7%** of the students were at/above grade level in mathematics, and **57%** of all students are at/above grade level in reading.

The comparison Map & STAAR Data for the campus is attached in the Plan Addendum.

Student Learning Strengths

Roberson Middle school was able to see the growth of our students. The goal of last school year was to see growth of the students at all levels, and the EOY data that was yielded from MAP showed that more than _____ % of our students that were Map tested were performing on or above their grade level. The 8th grade showed improvement at the approaches level in science, math, and reading. In the meets and masters level, Roberson showed improvement in 6th grade reading and math, 7th-grade reading, and math, 8th-grade science, and 8th-grade reading and 8th grade social studies. Roberson staff implemented strategies that required students to prove and defend their answer choices. This strategy help to deepen students understanding and push more students to mastery. Campus leadership held personal one on one talks with students to help them understand where they were and what they needed to do to reach their personal growth goals.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Teachers do not have lessons that are designed to challenge the students and build learning that will promote mastery level growth in all students. **Root Cause:** Newer teachers are not trained to amplify the instruction they are providing to students to build their mastery levels and prepare students for the future.

Problem Statement 2: Student mastery needs to be increased in 8th grade Social Studies. **Root Cause:** literacy has not been a part of the social studies classes and creates a lack of support for 8th-grade social studies.

School Processes & Programs

School Processes & Programs Summary

Roberson implemented programs and processes to ensure safety and security within our building. These processes included:

1. Breakfast to Go
2. Silent Code Staff Dismissal
3. Safety Tardy Stations with scanners
4. RTI Counselors Guidance Lessons and Social Skills Field Experiences
6. 15-minute Rule

Additionally, Roberson implemented the following instructional programs and processes to ensure student achievement success:

1. Daily core instruction for all scholars
2. Blocked grade level/departments cohort same period conference planning
3. Blocked grade level House Teams and PLCs
4. RMS Room Ready: Visual representation, Objectives posted, Language objective posted, Daily Demonstration of learning posted outside or just inside the door.
5. RMS Comprehensive Intervention Plan-During the day intervention block (Razor-sharp) for small group instruction and literacy across the campus (D.E.A.R). LEP; Razorback Reserves-targeted pull-outs for ESL and Special Education students; During the Day Project-Based Learning Enrichment for GT students in Open Sessions of Razor-sharp PBL Odyssey Nights (NEW); Rising STAAR targeted interventions after school Oct-April.
6. RMS Comprehensive Initial Instruction Plan-Rigor Relevance and Relationships quadrant; Conceptual Introductions within lessons (TWARP); RMS Gradual Release model with Do Now Non-Negotiable; RMS Planning Protocols using the RMS 5-step prep process.
7. On-site campus lead professional development (SIOP training for LEP instruction, Strategies for GT differentiation, and Engagement for All Scholars)

School Processes & Programs Strengths

Roberson has sound practices and processes that lend to student success. We implement the following to ensure safety and security within our school community and building:

*Breakfast to Go in which students arrive on transportation (28 buses) in a staggered arrival process, enter the building while being monitored to enter the breakfast line. Students are expected to grab a light, free breakfast, and report immediately to their designated holding area. All teachers arrive at school with the expectation that the first 30 minutes of their workday is dedicated to conference time for core teachers and a morning duty for elective teachers this year, teachers will continue to Teach Like a Champion Threshold professional development to enhance student arriving and build and more positive sustainable culture. While in the grade level holding areas the teachers on duty and the administrative team per grade level will complete SEL activities, and build grade-level community.

*Silent Code Staff Dismissal-During the 2016-2017 school year, we implemented a Silent Code Safety Bus dismissal system. Each bus route assigned to RMS was aligned with a classroom as well as RMS staff members. At the end of the day, the expectation was set, communicated, and modeled, that all students and staff would report to their designated bus route room once the transition bell rings each day. Consequences were embedded within this process to ensure that all students followed the expectation of arriving at bus locations on time. Designated bus route captains were stationed in each hallway /area of the building and were trained to use the walkies-talkie system of notification for the bus lineup. The lead bus duty administrator is responsible for noting the bus line up each day and calling for the bus duty captains to silently notify the bus route staff members and students of their particular order. Once they were notified on the walkies-talkie, the classrooms were notified to escort their classroom/bus route of students to the ramp in an orderly fashion. Students were placed on the buses by the faculty members. This process ensures accountability and safety for all RMS stakeholders.

All car riders and walkers are scheduled to report to the 6th grade Pod for dismissal with additional staff members and administrators. These students are escorted to the front of the building in an orderly fashion simultaneously.

This year the campus will be implementing PBIS that will allow students to be rewarded for their remarkable behavior. It is important to develop a system for scholars who follow the rules and expectations of Roberson. focusing on celebrating the success of student behavior, and not solely on the correction.

The instructional and curricular processes and programs strengths that we targeted were:

RMS is divided into four communities. All students that apply, do so with interest in the four community areas of Performing Arts, STEM Engineering, Agriculture Sciences, and Law Enforcement. Once admitted, students follow a sequence of grade level courses within the community of choice. The concentration allows students to become well rounded and well versed in the content area, and professional careers related to the course, as well as be introduced to all extracurricular programs/incentives/activities related to the community. The overall strength is that our Four communities target and prepare scholars for college and career readiness.

Roberson strengthened our during-the-day intervention block (Razor-sharp) for small group instruction and literacy across the campus (D.E.A.R).-Each grade level STAAR tested teacher was designated to teach targeted students who were just below Meets for specific content areas during this instructional block. The groups rotated throughout the year based on data yielding specific student needs. Non-STAAR teachers were designated to implement our campus-wide Drop Everything and Read with a twist program. With the direction of our campus literacy coach created a yearly calendar and scope and sequence for reading the designated campus-wide grade level novel which in turn had embedded Say Something Sheltered Instruction strategy lessons for all students. With this program we expected students and staff to implement strategies that forced students to ask questions, make assumptions, connect ideas, clarify information and think critically while responding to text. Our goal this year is to enhance and improve this program by holding all students and teachers accountable with data tracking and monitoring to ensure its effectiveness. We also want to embed more withing and vocabulary building the DEAR program at RMS.

Although we focused heavily on response to intervention, building capacity with our teachers and their ability to plan and deliver sound instruction has been a focal point for RMS. For the last two years, we have put in place our RMS Planning Protocols. This year, we were able to refine our planning protocols to align more with the district's priority of building teacher and leader capacity. We have implemented the RMS 5-step prep process to ensure that all teachers and leaders spend quality time reviewing, reflecting, researching, and preparing for an effective PLC so that quality, data-driven collaboration, practice, and planning is happening 100% of the time allotted.

RMS implemented our 3-Step Data Digging Process to help build teacher capacity and drive instruction and planning. During our designated PLC meetings we began the process of having teachers begin to understand looking at data to tell a story. They began this process by first implementing the I notice, I wonder, and I'm exploring strategy as it related to any set of data. During a separate meeting, teachers were trained on how to disaggregate their own teacher data by looking at all sub groups for their classes, determine any achievement gaps among sub groups, collaborate on strategies, resources, and support that would help address achievement gaps (i.e.LEP students), review strand data for the assessment: which reporting category was the lowest and what SE's are in this category, discuss how they could re-teach this skill, identify the strongest and weakest reporting categories, and complete an item analysis over three areas. Overall, all teachers were trained on how to look at student by student data and group them according to our Stop Light Process. This process had teachers identify students at each level of mastering objectives as it relates to STAAR performance. Based on this stop light prediction and identification, teachers were consistently able to accurately plan and address the needs of their students through instruction. The process held teachers accountable and kept them focused on data driven practices to push

students to the next level of their stop lights. This process is why we were able to see the individual gains and a 10% increase in Masters as a campus.

To strengthen our new teachers we are becoming an Opportunity Culture campus that will have Multi-Classroom Leaders (MCL) in 6th grade ELA and 8th Grade math that can help coach teachers to become master level teachers reaching the needs of all students. The goal of Opportunity Culture is that we continue to strengthen our strong culture of collaboration and capacity building while implementing MCL schoolwide,

Then teachers will have rich planning time under the direction of their MCL and will receive individualized, differentiated support from their MCL, And then we are able to amplify our instruction and enhance our school culture, leading to a boost in student engagement, confidence, socioemotional capacity, and increased achievement in Reading, Math, and Social Studies subjects

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): our teachers do not all have the skills needed to provide rigorous engaging lessons to our students. **Root Cause:** Roberson has a history of promoting high-achieving teachers to leadership positions, leaving less experienced teachers on the campus.

Problem Statement 2 (Prioritized): Students are struggling socially, and interacting with peers appropriately after returning to school following COVID year. **Root Cause:** Roberson has SEL lessons through classes, but this year we will also follow the 7 mindsets during morning holding sessions as a grade level with the counselor and administrator.

Perceptions

Perceptions Summary

We prepare students for life-long learning at RMS. Through our unique course offerings, we establish a learning environment that features authentic and engaging activities in the areas of Math, Science, and Fine Arts that stimulate the students' curiosity and impel them to work diligently. We produce well-educated, well-rounded, culturally sensitive, and socially conscious individuals, and cultivate their creative and innovative abilities so they can flourish and become the leaders of tomorrow.

Our RMS Creeds for Learning are that we:

Work to increase instructional rigor, relevance, and relationships by customizing our instruction to our unique student demographic through our non-traditional course offerings

We embed project-based, problem-based, and inquiry-based lesson design within our disciplines

We support real-world, real-life learning experiences through on-site field experiences and academic competition at the district, regional, state, national, and international levels.

We closely monitor our school, strengths, and effectiveness through deep dive, ongoing analysis, and real-time adjustments.

Our Creeds for Life are

We promote an "RMS Remarkable DNA (Definitely Not Average) growth mindset to cultivate a strong culture for our scholars to thrive in.

We practice an "all-in, all hands on deck" motto in relation to doing whatever it takes to yield student achievement and success.

We implement a collaborative ownership professional learning community" in which we share learning experiences, learning space, and resources in order to drive student success.

We implement and embrace our SpringWay Routines, Systems, and Structures 100% every day, in every way.

We believe in doing what is BEST for Kids.

We will continue to offer opportunities for students outside of the classroom to compete and use their leadership skills to become future leaders of tomorrow. The students will have the chance to participate in any of the established clubs and organizations of their interest in any of the communities that are represented at Roberson.

The theme for the 2022-2023 school year is focusing on continuing our path of success which is elevation.

We understand that at Roberson we are Remarkable, Definitely Not Average, but this year we decided it was important that both staff and students understand what Remarkable DNA means. We define Razorback DNA in students and staff using our 4 core values: Resilient, Relentless, Razorsharp, and Remarkable.

Perceptions Strengths

Based on our School Quality Survey, our data reflects the highest-ranking areas:

79 - 82% of our parents feel that school-based administrators (principals and assistant principals) are courteous when I have a concern. Families are encouraged to attend school-sponsored activities, such as Back-to-School Night. Staff members and families treat each other with respect. This school's learning standards and expectations are clearly explained to students. Teachers set high expectations for all students.

71-96% of our students feel that there is a teacher, counselor, or another staff member to whom a student can go for help with a school problem. All school staff members are aware of the safety and security procedures. Bullying is not tolerated. Teachers set high expectations for all students, and families are informed about school-sponsored activities, such as tutoring, after-school programs, and student performances.

According to our School Quality Survey, 77% of participating parents say teachers give timely and helpful feedback.

79% of participating staff members say the school uses family input to improve instruction.

92% of participating students say teachers and students treat each other with respect.

95% of parents rated their child's school as excellent or good.

Throughout the 2021-2022 school year, we saw a return of parents attending events on campus and allowing their students to participate in after school events. The Open House and Title 1 meetings were well attended by parents who were thankful for the continuing COVID protocols that were still being used on campus with students.

This year parents and staff received a weekly newsletter that was updated with the latest information on what was happening around the campus. Parents were able to communicate with their students about trends and talk about student progress. This year parents were invited to a data and desserts talk where they could develop a better understanding of what their student's data meant.

Community Field experiences returned to campus, and that means we need parents as chaperones. This year the campus focus will be on strengthening those parent and community partnerships so that our students and campus have more opportunities for exposure.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): The campus needs consistency to promote and sustain sound culture and restorative practices for the diverse population **Root Cause:** systems were not specific, routine, and consistent enough with a lead person to facilitate the practices that will be used schoolwide to help strengthen the restorative practices.

Priority Problem Statements

Problem Statement 4: Fewer instructional strategies to address high ESL and Gifted and Talented Special Population are used in classes

Root Cause 4: Teachers have not focused on including strategies that focus on meeting the needs of the Gifted and Talented students to push them to mastery level.

Problem Statement 4 Areas: Demographics

Problem Statement 1: Teachers do not have lessons that are designed to challenge the students and build learning that will promote mastery level growth in all students.

Root Cause 1: Newer teachers are not trained to amplify the instruction they are providing to students to build their mastery levels and prepare students for the future.

Problem Statement 1 Areas: Student Learning

Problem Statement 2: our teachers do not all have the skills needed to provide rigorous engaging lessons to our students.

Root Cause 2: Roberson has a history of promoting high-achieving teachers to leadership positions, leaving less experienced teachers on the campus.

Problem Statement 2 Areas: School Processes & Programs

Problem Statement 3: The campus needs consistency to promote and sustain sound culture and restorative practices for the diverse population

Root Cause 3: systems were not specific, routine, and consistent enough with a lead person to facilitate the practices that will be used schoolwide to help strengthen the restorative practices.

Problem Statement 3 Areas: Perceptions

Problem Statement 6: Parent involvement needs to be increased and community partnerships need to be established for our new campus.

Root Cause 6: RMS moved to a new campus, in a new area, during the year of COVID. new community partnerships were not able to be established, and the PTO is just starting to return.

Problem Statement 6 Areas: Demographics

Problem Statement 5: Students are struggling socially, and interacting with peers appropriately after returning to school following COVID year.

Root Cause 5: Roberson has SEL lessons through classes, but this year we will also follow the 7 mindsets during morning holding sessions as a grade level with the counselor and administrator.

Problem Statement 5 Areas: School Processes & Programs

Comprehensive Needs Assessment Data Documentation

The following data were used to verify the comprehensive needs assessment analysis:

Improvement Planning Data

- District goals
- Campus goals
- State and federal planning requirements

Accountability Data

- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR released test questions
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant information
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- State-developed online interim assessments
- Grades that measure student performance based on the TEKS

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant achievements by race, ethnicity, gender, etc.
- Section 504 data
- Gifted and talented data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data

- Mobility rate, including longitudinal data
- Discipline records
- Student surveys and/or other feedback
- School safety data

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact

Parent/Community Data

- Parent surveys and/or other feedback
- Parent engagement rate
- Community surveys and/or other feedback

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Study of best practices

Goals

Goal 1: STUDENT OUTCOMES-Achieve excellent, equitable outcomes for all students

Performance Objective 1: By June 2023, 98% of students will reach at least Approaches and at least 83% will reach Meets on the Spring 2023 STAAR Reading (6th-8th grade) assessment. Additionally, by June 2023, 40% of GT students will reach the Masters level on the Spring 2023 STAAR Reading (6th-8th) assessment. By June 2023, the achievement gap between student groups will decrease.

Targeted Grade Level Performance Goals are:

Grade 6 Approaches-95%, Meets- 75%, Masters- 40%

Grade 7 Approaches- 99%, Meets- 85_%, Masters- 70%

Grade 8 Approaches- 99%, Meets- 90%, Masters- 70%

Grades 6-8 Approaches- 98%, Meets- 83%, Masters- 60%

Domain I [Approaches + Meets + Masters] 180+ (A), 147-179 (B), 114-146 (C), 96-113 (D), 0-95 (F)

Evaluation Data Sources: Checkpoints, daily exit tickets, monitoring tracking sytem, Benchmarks and STEP binder implementation for special populations.

Strategy 1 Details	Reviews			
<p>Strategy 1: RMS teachers will provide academic intervention to ensure that students that score within almost Meets and Almost Masters range are included in a small group after School Rising STAAR Intervention Literacy Group to deepen Instruction and mastery, and Almost Approaches students are targeted during Razor-sharp during the day targeted Literacy Group instruction to support initial instruction.</p> <p>Strategy's Expected Result/Impact: Students will show growth and move to the next category of meets and masters. The Intervention will be to push the students who are almost at the meets and masters level to the next stage. Almost Approaches students are supported to reach approaches and show growth.</p> <p>Staff Responsible for Monitoring: Student Support Specialist, Interventionist, MCL, digital literacy coach, and administrators will monitor the daily razor-sharp interventions, to assess that literacy instruction is intentional to meet the needs of the specific learners.</p> <p>Title I: 2.4</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>Problem Statements: Student Learning 1</p> <p>Funding Sources: Curriculum materials to support learning of targeted TEKS - 211 Title I, Part A - \$2,000</p>	Formative			Summative
	Oct	Dec	Mar	June
	Empty review cells			

Strategy 2 Details	Reviews			
<p>Strategy 2: The ELAR teachers' instructional strategies within the initial instruction such as peer collaboration, modeling, critical thinking, and immediate teacher facilitation and feedback. Students will participate in a small group instruction model which allows teachers the opportunity to evaluate students' learning strengths, locate gaps in the development of their reading skills, and offer reteach opportunities focused on specific learning objectives. ELAR teachers, administrators, and leaders plan together during PLC to provide at least 2 opportunities for students to make authentic connections by utilizing Habits of discussion during the "We Do" portion of each lesson.</p> <p>Strategy's Expected Result/Impact: The class model and instructional planning will develop the foundation in students to deepen their learning and show growth by focusing on specific TEKS they need to develop.</p> <p>Staff Responsible for Monitoring: ELAR PLC leads, MCL, and campus administrators will be responsible for modeling and monitoring the instruction and learning that happens in the ela classes.</p> <p>Problem Statements: School Processes & Programs 1</p> <p>Funding Sources: MCL Stipend, PLC Binders, Sirius Curriculum - 211 Title I, Part A - \$16,000</p>	Formative			Summative
	Oct	Dec	Mar	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Routinely incorporate Spring way, Systems, Structures & Routines. incorporate the Daily Demonstration of learning at an enhanced level through Reading and all content areas.</p> <p>Strategy's Expected Result/Impact: Students are informed about what they are responsible for learning and data can be tracked and collected for the students.</p> <p>Staff Responsible for Monitoring: Administrators, Department chairs, Instructional coaches and interventionists, and Student Support Specialists.</p> <p>Title I: 2.6 - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p> <p>Problem Statements: Demographics 1</p> <p>Funding Sources: Instructional supplies, dry erase markers, and small dry erase boards - 199 General Fund - \$2,500</p>	Formative			Summative
	Oct	Dec	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Performance Objective 1 Problem Statements:

Demographics
<p>Problem Statement 1: Fewer instructional strategies to address high ESL and Gifted and Talented Special Population are used in classes Root Cause: Teachers have not focused on including strategies that focus on meeting the needs of the Gifted and Talented students to push them to mastery level.</p>

Student Learning

Problem Statement 1: Teachers do not have lessons that are designed to challenge the students and build learning that will promote mastery level growth in all students. **Root Cause:** Newer teachers are not trained to amplify the instruction they are providing to students to build their mastery levels and prepare students for the future.

School Processes & Programs

Problem Statement 1: our teachers do not all have the skills needed to provide rigorous engaging lessons to our students. **Root Cause:** Roberson has a history of promoting high-achieving teachers to leadership positions, leaving less experienced teachers on the campus.

Goal 1: STUDENT OUTCOMES-Achieve excellent, equitable outcomes for all students

Performance Objective 2: By June 2023, 95% of students will reach at least Approaches and at least 78% will reach Meets on the Spring 2023 STAAR Math (6th-8th grade) assessment. Additionally, by June 2023, 40% of GT students will reach the Masters level on the Spring 2023 STAAR Math (6th-8th) assessment. By June 2023, the achievement gap between student groups will decrease.

Targeted Grade Level Performance Goals are:

Grade 6 Approaches- 95%, Meets- 65%, Masters- 35%

Grade 7 Approaches-92%, Meets- 75%, Masters- 35 %

Grade 8 Approaches- 96%, Meets- 80%, Masters-35%

Grades 6-8 Approaches- 96%, Meets- 78%, Masters- 45%

Domain I [Approaches + Meets + Masters] 180+ (A), 147-179 (B), 114-146 (C), 96-113 (D), 0-95 (F)

Evaluation Data Sources: Benchmarks, End of Topic Carnegie Assessments, Daily exit tickets, tracking system, MATHia tracking, benchmarks and Step Binder implementation for Special Pops.

Strategy 1 Details	Reviews			
<p>Strategy 1: RMS Math teachers create opportunities in class for students to see the connection of mathematical concepts to real-world applications. The teacher begins the process with intentional planning through collaborative grade-level cohorts and the RMS PLC process includes the design of the Math "I can," statement that guides instruction so that each teacher writes the TEKS-based "I can," objective statement based on the student expectations outcome, the how the math objective should be demonstrated, and why it is essential for scholars as it relates to a relative, day-to-day practice. Math teachers, administrators, and leaders plan together during PLC to provide at least 2 opportunities for students to use say-something strategies to expand the academic discussion happening in math class.</p> <p>Strategy's Expected Result/Impact: Students will show an increase in mastery of the TEKS objectives that were scored in the lower range. students will have the opportunity to deepen their understanding of mathematical concepts.</p> <p>Staff Responsible for Monitoring: Math instructional interventionist, ESSER interventionist, MCL, and administrators.</p> <p>Title I: 2.4 - TEA Priorities: Build a foundation of reading and math</p> <p>Problem Statements: Student Learning 1</p> <p>Funding Sources: Curriculum materials - 211 Title I, Part A - \$4,000</p>	Formative			Summative
	Oct	Dec	Mar	June

Strategy 2 Details	Reviews			
<p>Strategy 2: RMS teachers will provide academic intervention to ensure that students who score within almost Meets and Almost Masters range on the prior year STAAR are included in the After-School Rising STAAR Intervention Numeracy Group Instruction. During the school day, small group Razor-sharp targeted numeracy classes for Almost Approaches students are scheduled to strengthen their initial instruction. High mastery level Math targeted students are challenged to participate in math competitions through math club.</p> <p>Strategy's Expected Result/Impact: Students will show growth in their math scores allowing students to move from to the next category of Meets and Masters. The Master level students will maintain their mastery level by participating in competitions and programs that provide rigorous hands-on opportunities to see the objectives in action.</p> <p>Staff Responsible for Monitoring: Student support specialist, MCL, interventionist, and administrators.</p> <p>Problem Statements: Demographics 1 - Student Learning 1</p> <p>Funding Sources: Instructional materials, notebooks, pencils, and markers - 199 State SCE - State Compensatory Education (PIC - \$2,000)</p>	Formative			Summative
	Oct	Dec	Mar	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Becoming an Opportunity Culture school, we will use a Multi-Classroom Leader(MCL) with the 8th-grade math teachers. The MCL will work one on one coaching 8th-grade math teachers. This model will allow the MCL to plan and work with teachers that will provide students with rigorous lessons. The MCL will also have students so that there will be smaller classes in 8th-grade math. Smaller classes will allow teachers to monitor the growth that is happening with the students in their classes.</p> <p>Strategy's Expected Result/Impact: Smaller class sizes will help promote growth each grading quarter. Using Campus Formative assessments to track growth each quarter</p> <p>Staff Responsible for Monitoring: math interventionist, and MCL.</p> <p>Title I: 2.5</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning</p> <p>Problem Statements: School Processes & Programs 1</p> <p>Funding Sources: MCL Stipend and PLC binder materials - 211 Title I, Part A - \$16,000</p>	Formative			Summative
	Oct	Dec	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Performance Objective 2 Problem Statements:

Demographics

Problem Statement 1: Fewer instructional strategies to address high ESL and Gifted and Talented Special Population are used in classes **Root Cause:** Teachers have not focused on including strategies that focus on meeting the needs of the Gifted and Talented students to push them to mastery level.

Student Learning

Problem Statement 1: Teachers do not have lessons that are designed to challenge the students and build learning that will promote mastery level growth in all students. **Root Cause:** Newer teachers are not trained to amplify the instruction they are providing to students to build their mastery levels and prepare students for the future.

School Processes & Programs

Problem Statement 1: our teachers do not all have the skills needed to provide rigorous engaging lessons to our students. **Root Cause:** Roberson has a history of promoting high-achieving teachers to leadership positions, leaving less experienced teachers on the campus.

Goal 1: STUDENT OUTCOMES-Achieve excellent, equitable outcomes for all students

Performance Objective 3: By June 2023, 99% of 8th students will reach at least Approaches and at least 88% will reach Meets on the Spring 2023 STAAR Science assessment. Additionally, by June 2023, 40% of GT students will reach the Masters level on the Spring 2023 STAAR Science assessment. By June 2023, the achievement gap between student groups will decrease.

Targeted Grade Level Performance Goals are:

Grade 8 Approaches-99%, Meets-88%, Masters-65%

Domain I [Approaches + Meets + Masters] 180+ (A), 147-179 (B), 114-146 (C), 96-113 (D), 0-95 (F)

Evaluation Data Sources: CFA, benchmarks, daily exit ticket monitoring, TEKS data tracking, and Step binder implementation for Special Pops.

Strategy 1 Details	Reviews			
<p>Strategy 1: RMS teachers' instructional strategy approach is to use an introductory engagement hook/ moment at the beginning of the lesson that engages the student's immediate attention. The lessons designed assure that students explore what they already know about the TEKS skills and objectives in comparison to what they understand they need to inquire and learn about as it relates to the learning goal. Students understand that by the end of each lesson unit, they will use the information taught to answer a real-world problem involving the learning objective/goal for the day. Teachers will create exercises that promote engagement by utilizing Nearpod and Flocabulary to promote conceptualization. Teachers will allow students to hold academic discussions to deepen the learning concepts. Problems that students solve connect learning to topics that are authentic and provide the reason "why." Students are required to use their growing knowledge at a rigorous level.</p> <p>Strategy's Expected Result/Impact: Teachers will provide scaffolded lessons that promote rigorous learning and deepen the understanding of the TEKS. Students will be able to have academic discussions and make real-world connections.</p> <p>Staff Responsible for Monitoring: PLC Leaders and Administrators</p> <p>Title I: 2.4</p> <p>Problem Statements: Demographics 1 - School Processes & Programs 1</p> <p>Funding Sources: curriculum materials for extending the learning - 211 Title I, Part A - \$4,000</p>	Formative			Summative
	Oct	Dec	Mar	June

Strategy 2 Details	Reviews			
<p>Strategy 2: RMS will ensure that all teachers lead interventions certifying that the Almost Meets and Almost Masters students are in Rising STAAR After School Interventions and Almost Approaches are in the targeted during the day Academic interventions; High mastery level Science targeted students participate in Rising STAAR After School Interventions, and pulled to participate in the Science fair.</p> <p>Strategy's Expected Result/Impact: Increase the growth of students who are already approaching, and meets level by identifying and challenging the mastery students to keep them at the mastery level.</p> <p>Staff Responsible for Monitoring: Student Support Specialist, PLC lead, and Administrator.</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>Problem Statements: Demographics 1</p> <p>Funding Sources: Science Fair Materials and curriculum - 199 General Fund - \$1,000, Instructional materials, Notebooks and Pencils - 199 State SCE - State Compensatory Education (PIC - \$2,000</p>	Formative			Summative
	Oct	Dec	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Performance Objective 3 Problem Statements:

Demographics
<p>Problem Statement 1: Fewer instructional strategies to address high ESL and Gifted and Talented Special Population are used in classes Root Cause: Teachers have not focused on including strategies that focus on meeting the needs of the Gifted and Talented students to push them to mastery level.</p>
School Processes & Programs
<p>Problem Statement 1: our teachers do not all have the skills needed to provide rigorous engaging lessons to our students. Root Cause: Roberson has a history of promoting high-achieving teachers to leadership positions, leaving less experienced teachers on the campus.</p>

Goal 1: STUDENT OUTCOMES-Achieve excellent, equitable outcomes for all students

Performance Objective 4: By June 2023, 80% of 8th students will reach at least Approaches and at least 40% will reach Meets on the Spring 2023 STAAR Social Studies assessment. Additionally, by June 2023, 40% of GT students will reach the Masters level on the Spring 2023 STAAR Social Studies assessment. By June 2023, the achievement gap between student groups will decrease.

Targeted Grade Level Performance Goals are:

Grade 8 Approaches-80%, Meets-40%, Masters-30%

Domain I [Approaches + Meets + Masters] 180+ (A), 147-179 (B), 114-146 (C), 96-113 (D), 0-95 (F)

Evaluation Data Sources: CFA, Benchmarks, Exit ticket monitoring and step binder implementation for Special POPs.

Strategy 1 Details	Reviews			
<p>Strategy 1: RMS teachers and leaders will create relevant and real-world applications with historical events connected to current events. Lessons will include an intentionally designed introduction aligned to the TEKS and related concepts to aid in bridging the gap between history and common themes that impact local and global communities. Teachers will plan and implement social studies skill builders to support the interpretation of the historical text in addition to using the station teaching model of instruction. Teachers will create exercises that promote civic learning engagement by utilizing Nearpod and Flocabulary to promote conceptualization. Teachers will meet in PLCs to establish the high-powered TEKS that need to be addressed.</p> <p>Strategy's Expected Result/Impact: Students are more engaged in the lesson and discussion to make connections that will support their academic growth.</p> <p>Staff Responsible for Monitoring: Social Studies Instructional coach, PLC leaders, and Administrators.</p> <p>Title I: 2.4, 2.6</p> <p>Problem Statements: Demographics 1 - School Processes & Programs 1</p> <p>Funding Sources: Curriculum materials that support TEKS - 211 Title I, Part A - \$4,000</p>	Formative			Summative
	Oct	Dec	Mar	June

Strategy 2 Details	Reviews			
<p>Strategy 2: Reduce class size in order to strengthen academic programs and improve conditions for learning in Social Studies courses (8th Grade)</p> <p>Strategy's Expected Result/Impact: Increase student Achievement Data by allowing teachers the time to track and monitor fewer students to see the growth that will happen in each grading quarter.</p> <p>Staff Responsible for Monitoring: Social Studies Coach, Administrator, Student Support Specialist.</p> <p>Title I: 2.5</p> <p>Problem Statements: Student Learning 1</p> <p>Funding Sources: Instructional Coach and 2 social studies Teacher - 211 Title I, Part A - \$155,300</p>	Formative			Summative
	Oct	Dec	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Performance Objective 4 Problem Statements:

Demographics
<p>Problem Statement 1: Fewer instructional strategies to address high ESL and Gifted and Talented Special Population are used in classes Root Cause: Teachers have not focused on including strategies that focus on meeting the needs of the Gifted and Talented students to push them to mastery level.</p>
Student Learning
<p>Problem Statement 1: Teachers do not have lessons that are designed to challenge the students and build learning that will promote mastery level growth in all students. Root Cause: Newer teachers are not trained to amplify the instruction they are providing to students to build their mastery levels and prepare students for the future.</p>
School Processes & Programs
<p>Problem Statement 1: our teachers do not all have the skills needed to provide rigorous engaging lessons to our students. Root Cause: Roberson has a history of promoting high-achieving teachers to leadership positions, leaving less experienced teachers on the campus.</p>

Goal 1: STUDENT OUTCOMES-Achieve excellent, equitable outcomes for all students

Performance Objective 5: By June 2023 (EOY), 70% of students will score "On/Above Grade Level" on NWEA MAP Reading. By June 2023, each student population will reach at least 70% "On/Above Grade Level" or improve mastery by at least 20 PPT over 2022 EOY performance. (Example 50% to 70%)

Grade 6 51% On/Above (2022) to 70% On/Above (2023)

Grade 7 58% On/Above (2022) to 70% On/Above (2023)

Grade 8 62% On/Above (2022) to 70% On/Above (2023)

Evaluation Data Sources: BOY and MOY assessments, tracking of underperforming students and progress monitoring through campus acceleration classes for literacy.

Strategy 1 Details	Reviews			
<p>Strategy 1: Students will participate in daily reading acceleration classes. The reading acceleration classes will contain lessons that will support reading strategies where they will participate in Literacy lessons that will support the High Power TEKS from novels that are student choice. Activities that are student-centered and real-world connections are facilitated by all teachers.</p> <p>Strategy's Expected Result/Impact: Students will have a better understanding of the reading objectives that they are learning in their ELA class and support the growth that is happening daily.</p> <p>Staff Responsible for Monitoring: ELAR Interventionist, MCL, and administrators.</p> <p>Title I: 2.5</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>Problem Statements: Demographics 1</p> <p>Funding Sources: Novels and Composition notebooks - 211 Title I, Part A - \$10,000</p>	Formative			Summative
	Oct	Dec	Mar	June

 No Progress
 Accomplished
 Continue/Modify
 Discontinue

Performance Objective 5 Problem Statements:

Demographics
<p>Problem Statement 1: Fewer instructional strategies to address high ESL and Gifted and Talented Special Population are used in classes Root Cause: Teachers have not focused on including strategies that focus on meeting the needs of the Gifted and Talented students to push them to mastery level.</p>

Goal 1: STUDENT OUTCOMES-Achieve excellent, equitable outcomes for all students

Performance Objective 6: By June 2023 (EOY), 70% of students will score "On/Above Grade Level" on NWEA MAP Math. By June 2023, each student population will reach at least 70% "On/Above Grade Level" or improve mastery by at least 20 PPT over 2022 EOY performance. (Example 50% to 70%)

Grade 06 53% On/Above (2022) to 70% On/Above (2023)

Grade 07 46% On/Above (2022) to 70% On/Above (2023)

Grade 08 53% On/Above (2022) to 70% On/Above (2023)

Evaluation Data Sources: BOY and MOY assessments, tracking of underperforming students and progress monitoring through campus acceleration classes for numeracy.

Strategy 1 Details	Reviews			
<p>Strategy 1: Students will participate in daily acceleration intervention classes where they will participate in Numeracy lessons that will support the math TEKS objectives they are learning in class that has been targeted as the lower foundation TEKS that will support growth. Activities that are student-centered and real-world connections are facilitated by all teachers.</p> <p>Strategy's Expected Result/Impact: Students will understand how the simple math TEKS are used in the real world. Applying the math TEKS will help strengthen the math skills of students and decrease the achievement gap.</p> <p>Staff Responsible for Monitoring: Math interventionists, MCL, and administrators.</p> <p>Title I: 2.5 - ESF Levers: Lever 5: Effective Instruction</p> <p>Funding Sources: Curriculum materials supporting TEKS - 211 Title I, Part A - \$2,500</p>	Formative			Summative
	Oct	Dec	Mar	June

 No Progress
 Accomplished
 Continue/Modify
 Discontinue

Goal 1: STUDENT OUTCOMES-Achieve excellent, equitable outcomes for all students

Performance Objective 7: By June 2023, the campus attendance rate will improve to a minimum of ____%.

2019 rate: 97.3% 2020 rate 98.5% 2021 rate 98.4% 2022 rate 92.4%

Source: District - Year Over Year Attendance % by School (Decision Ed)

Evaluation Data Sources: Attendance team tracks and monitors student absences, grade level initiatives and competitions for improved attendance. Attendance walks and attendance contracts with monitored students.

Strategy 1 Details	Reviews			
<p>Strategy 1: A team of school leaders will make up the attendance committee to create attendance incentives and monitor student attendance and intervene when students are missing more than 10 % of the days. The team will connect with the families by making calls and home visits to speak with parents and get involved with helping the students attend school. Attendance Celebrations will be held every month.</p> <p>Strategy's Expected Result/Impact: Students will start attending school because they have people at school who check on them and they understand that their presence at school is part of their academic success.</p> <p>Staff Responsible for Monitoring: Campus teachers on the Attendance team, Student Support Specialists, and administrators.</p> <p>- ESF Levers: Lever 3: Positive School Culture</p> <p>Problem Statements: School Processes & Programs 2</p> <p>Funding Sources: attendance incentives - 199 General Fund - \$500</p>	Formative			Summative
	Oct	Dec	Mar	June

 No Progress
 Accomplished
 Continue/Modify
 Discontinue

Performance Objective 7 Problem Statements:

School Processes & Programs
<p>Problem Statement 2: Students are struggling socially, and interacting with peers appropriately after returning to school following COVID year. Root Cause: Roberson has SEL lessons through classes, but this year we will also follow the 7 mindsets during morning holding sessions as a grade level with the counselor and administrator.</p>

Goal 2: EQUITY-Remove unacceptable barriers to student and staff success

Performance Objective 1: By June 2023, achievement gaps between student groups will be decreased.

HB3 Goal

Evaluation Data Sources: Data Tracking in PLC's, STEP Binder Monitoring for Special POPS focusing on EB learners and GT learners growth.

Strategy 1 Details	Reviews			
<p>Strategy 1: Teachers and PLC team leads will work together to review student data from the previous year's STAAR, MAP scores for BOY, MOY, classroom exit tickets, and Classroom data to inform instruction to meet the gaps that are present. Data will drive what needs to be used in DO NOW or reteach lessons will be necessary to lesson the GAPS.</p> <p>Strategy's Expected Result/Impact: All achievement gaps will be decreased in all student groups. Teachers will be more informed about the needs of students in their classes and what needs to be targeted to address the gaps that are present.</p> <p>Staff Responsible for Monitoring: PLC team leads and administrators.</p> <p>Title I: 2.5, 2.6 - ESF Levers: Lever 1: Strong School Leadership and Planning</p> <p>Problem Statements: Demographics 1 - Student Learning 1</p>	Formative			Summative
	Oct	Dec	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: We will provide tutorials to targeted At-Risk and Eco. Dis students after school and on Saturdays to meet the needs that are visible in student group growth areas. Provide Staar teachers with Materials to help meet the student needs.</p> <p>Strategy's Expected Result/Impact: This strategy will allow the learning gaps for At-Risk students to be decreased and allow for students to be targeted based on their academic needs.</p> <p>Staff Responsible for Monitoring: Teachers, SSS, and instructional Specialist</p> <p>Title I: 2.6 - ESF Levers: Lever 5: Effective Instruction</p> <p>Problem Statements: Demographics 1 - Student Learning 1</p> <p>Funding Sources: Composition notebooks and pencils. - 211 Title I, Part A - \$2,000</p>	Formative			Summative
	Oct	Dec	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Performance Objective 1 Problem Statements:

Demographics

Problem Statement 1: Fewer instructional strategies to address high ESL and Gifted and Talented Special Population are used in classes **Root Cause:** Teachers have not focused on including strategies that focus on meeting the needs of the Gifted and Talented students to push them to mastery level.

Student Learning

Problem Statement 1: Teachers do not have lessons that are designed to challenge the students and build learning that will promote mastery level growth in all students. **Root Cause:** Newer teachers are not trained to amplify the instruction they are providing to students to build their mastery levels and prepare students for the future.

Goal 2: EQUITY-Remove unacceptable barriers to student and staff success

Performance Objective 2: By June 2023, decrease by 10% discipline referrals for African American students, students served in Special Education, and males particularly for students who belong to more than one of these student groups.

Evaluation Data Sources: The Discipline Data Team will use campus created student discipline/ parent contact logs, eSchool conduct referral system, as well as qualitative data collected from weekly grade level meetings to monitor and track discipline issues.

Strategy 1 Details	Reviews			
<p>Strategy 1: Teachers will implement SEL lessons into the intervention course to help students learn how to express themselves, and how to handle conflict. Each morning the students will be in the holding area where they will use the 7 mindsets as a grade level. The counselors will also provide SEL lessons weekly that address student needs.</p> <p>Strategy's Expected Result/Impact: Students have strategies to help them understand how to resolve conflict, and how to advocate for themselves in an effective manner.</p> <p>Staff Responsible for Monitoring: Student Support Specialist, Counselors, Grade level team leads, and administrators.</p> <p>- ESF Levers: Lever 3: Positive School Culture</p> <p>Problem Statements: School Processes & Programs 2</p>	Formative			Summative
	Oct	Dec	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: RMS will ensure that 100% of students will have access to our enrichment and learning outside of the classroom through the use of our specialty extracurricular opportunities such as SECME, Student Council, soccer, JJ Watt Foundation Wrestling Program, National Lacrosse Association Team, Maker's Space Robotics Club Rotation and Collaboration and Enrichment During Lunches, Before/After School, STEP Team, S.H.E. Club, Go To High School Go To College A Phi A, History Club, Photography Club ETC. Club Aqua, NJHS, SuperGirl Shine, Math Counts Club, RMS Dance Company. Through these activities, teachers develop the knowledge, skills, and commitments to interact effectively with community members to address shared problems.</p> <p>Strategy's Expected Result/Impact: Students are involved in the school activities, which require correct behavior and interaction to participate. The Discipline referrals will be decreased as the students become more involved.</p> <p>Staff Responsible for Monitoring: Teachers, Administrators, and Parents all monitor the activities that students participate in.</p> <p>ESF Levers: Lever 3: Positive School Culture</p> <p>Problem Statements: Demographics 2</p>	Formative			Summative
	Oct	Dec	Mar	June

Strategy 3 Details	Reviews			
<p>Strategy 3: Staff will use the PBIS Rewards (Positive Behavioral Interventions & Supports), an evidence-based framework used by schools, to improve school culture and student behavior, promoting a safe environment for learning. PBIS ' focus is on more positive behaviors and less on negative behaviors.</p> <p>Strategy's Expected Result/Impact: Using this strategy, RMS expects to have at least a 10% decrease in discipline referrals for African American students, students served in Special Education, and males, particularly for students who belong to more than one of these student groups.</p> <p>Staff Responsible for Monitoring: Parents, students, teachers, administrators as well as other paraprofessional and professional staff.</p> <p>- ESF Levers: Lever 3: Positive School Culture</p> <p>Problem Statements: Perceptions 1</p>	Formative			Summative
	Oct	Dec	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Performance Objective 2 Problem Statements:

Demographics
<p>Problem Statement 2: Parent involvement needs to be increased and community partnerships need to be established for our new campus. Root Cause: RMS moved to a new campus, in a new area, during the year of COVID. new community partnerships were not able to be established, and the PTO is just starting to return.</p>
School Processes & Programs
<p>Problem Statement 2: Students are struggling socially, and interacting with peers appropriately after returning to school following COVID year. Root Cause: Roberson has SEL lessons through classes, but this year we will also follow the 7 mindsets during morning holding sessions as a grade level with the counselor and administrator.</p>
Perceptions
<p>Problem Statement 1: The campus needs consistency to promote and sustain sound culture and restorative practices for the diverse population Root Cause: systems were not specific, routine, and consistent enough with a lead person to facilitate the practices that will be used schoolwide to help strengthen the restorative practices.</p>

Goal 3: ENGAGEMENT-Empower family and student voices in support of positive student outcomes

Performance Objective 1: By June 2023, implement at least two high-leverage strategies to engage families and communities that best meet the needs of the stakeholders. Campus will determine the measures of success for PARTICIPATION and IMPACT.

Evaluation Data Sources: Parent Surveys, Sign-In Sheets, Engagement on Social Media Platforms.

Strategy 1 Details	Reviews			
<p>Strategy 1: Communities will be participating in family nights to showcase what the students are engaged in throughout the year, these will be held during the PTO meetings to celebrate student successes and plan upcoming campus events.</p> <p>Strategy's Expected Result/Impact: PTO participation will increase by 20%. the parents will be on the campus frequently with PTO-sponsored events.</p> <p>Staff Responsible for Monitoring: Parent Engagement Liaison and Principal.</p> <p>Title I: 4.2</p> <p>Problem Statements: Demographics 2</p>	Formative			Summative
	Oct	Dec	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Recruit, support, and communicate all school programs, opportunities, and choices of curriculum as a school of choice through different parental involvement events, meetings, and academic nights.</p> <p>Strategy's Expected Result/Impact: All stakeholders will feel welcomed to RMS and will volunteer as well as act as advocates on behalf of all students represented on campus.</p> <p>Staff Responsible for Monitoring: Administrators, Department Chairs, Counselors, and Family Empowerment Liaison.</p> <p>Problem Statements: Demographics 2</p>	Formative			Summative
	Oct	Dec	Mar	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Performance Objective 1 Problem Statements:

Demographics
<p>Problem Statement 2: Parent involvement needs to be increased and community partnerships need to be established for our new campus. Root Cause: RMS moved to a new campus, in a new area, during the year of COVID. new community partnerships were not able to be established, and the PTO is just starting to return.</p>

Goal 4: WELL-BEING-Ensure all schools are welcoming, safe environments where social and emotional needs are met

Performance Objective 1: By June 2023, campuses will implement at least two high-leverage SEL strategies that meet the needs of the students, staff, and the community. Campus will determine the measure of success for PARTICIPATION and IMPACT.

Evaluation Data Sources: Sign -In Sheet (Participants)
 Agendas
 Qualitative and quantitative surveys,
 Impact Data

Strategy 1 Details	Reviews			
<p>Strategy 1: Monthly community circles are held with all students on Winning Wednesdays through acceleration classes. Circles will focus on a character trait and the 7 Mindsets curriculum.</p> <p>Strategy's Expected Result/Impact: Students will learn important character traits and skills to be impactful well-rounded members of the learning community.</p> <p>Staff Responsible for Monitoring: Campus Restorative Justice TOT, counselors, and administrators.</p> <p>Title I: 2.6 - ESF Levers: Lever 3: Positive School Culture</p> <p>Problem Statements: Perceptions 1</p> <p>Funding Sources: - 211 Title I, Part A</p>	Formative			Summative
	Oct	Dec	Mar	June

Strategy 2 Details	Reviews			
<p>Strategy 2: We will implement a weekly parent newsletter to provide updates and to inform parents of happenings and events for RMS. During Open House we will have all clubs and organizations available for parents to know what the students may be involved in at the school. We will have regular PTO meetings where the communities will be spotlighted with the parents to make them feel more connected to the learning community. There will also be opportunities for parental involvement with STEM awareness, job-alike, and career interest opportunities for students and all parental audience members of all languages.</p> <p>Strategy's Expected Result/Impact: Increase in the percentage of parents with a positive perception of the campus by 10%. Roberson will improve parent participation in the learning community and connect with business partners in Spring Area.</p> <p>Staff Responsible for Monitoring: Family Empowerment Liaison, Administrators, CTE Special Programs Coordinator, and Counselors</p> <p>Title I: 4.1 - ESF Levers: Lever 3: Positive School Culture Problem Statements: Demographics 2</p>	Formative			Summative
	Oct	Dec	Mar	June

 No Progress
 Accomplished
 Continue/Modify
 Discontinue

Performance Objective 1 Problem Statements:

Demographics
<p>Problem Statement 2: Parent involvement needs to be increased and community partnerships need to be established for our new campus. Root Cause: RMS moved to a new campus, in a new area, during the year of COVID. new community partnerships were not able to be established, and the PTO is just starting to return.</p>
Perceptions
<p>Problem Statement 1: The campus needs consistency to promote and sustain sound culture and restorative practices for the diverse population Root Cause: systems were not specific, routine, and consistent enough with a lead person to facilitate the practices that will be used schoolwide to help strengthen the restorative practices.</p>

Goal 5: OPPORTUNITIES-Expand academic offerings so students can explore, learn, and excel

Performance Objective 1: To maintain/increase campus enrollment established at October snapshot date (October 28, 2022), the campus will host/connect with the apartment management , homeowners associations, construction management/relators, etc at least 2x/semester to increase awareness of campus events, offerings, celebrations. The campus will determine the type of communication, logistics (date, time, location), and measures of PARTICIPATION and IMPACT.

Evaluation Data Sources: Flyers,
Communication Logs,
sign in sheets
Volunteer Sign in Sheets

Strategy 1 Details	Reviews			
<p>Strategy 1: As a school of choice, we will return to our campus expo that will welcome elementary students to attend campus events and see all of the offerings that are available on our campus. The counselors, when they are visiting elementary schools, will also include students to share their excitement about attending Roberson Middle School.</p> <p>Strategy's Expected Result/Impact: The interest and excitement to apply and attend will increase, allowing the campus to maintain its expected enrollment.</p> <p>Staff Responsible for Monitoring: Administrator, Counselors, Special Program coordinator, and Campus Leadership Team</p> <p>Title I: 4.1 - ESF Levers: Lever 3: Positive School Culture</p> <p>Problem Statements: Demographics 2</p>	Formative			Summative
	Oct	Dec	Mar	June

 No Progress
 Accomplished
 Continue/Modify
 Discontinue

Performance Objective 1 Problem Statements:

Demographics
<p>Problem Statement 2: Parent involvement needs to be increased and community partnerships need to be established for our new campus. Root Cause: RMS moved to a new campus, in a new area, during the year of COVID. new community partnerships were not able to be established, and the PTO is just starting to return.</p>

Goal 6: LEADERSHIP-Identify and support all leaders across every level of the organization

Performance Objective 1: By June 2023, 100% of staff assigned to Learning Passports A, B, (C), and D will complete professional learning requirements. Additionally, leaders assigned to conduct T-TESS observations will attend the required training and calibration sessions. The campus will define incremental quarterly targets and monitoring strategies when not defined by district parameters or timelines.

Evaluation Data Sources: Profession Development Attendance Tracker
Walkthroughs
Campus monitoring system
Campus based PDs.

Strategy 1 Details	Reviews			
<p>Strategy 1: Roberson has designated teachers who will act as Trainer of Teachers (TOT) for the foundational and level 2 springway systems. The PD will be provided on campus to follow up with teachers who may need extra support. Springway Systems and routines will be monitored weekly by the instructional leadership team. We will be highlighting staff members who show strength and success with the systems allowing them to be exemplars.</p> <p>Strategy's Expected Result/Impact: Instructional practices will increase because of the use of systems in routines in place. The teachers will have strategies that will</p> <p>Staff Responsible for Monitoring: Administrators, Instructional leadership team, and Department Chairs.</p> <p>TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p> <p>Problem Statements: School Processes & Programs 1</p> <p>Funding Sources: Technology and materials teacher presentations - 211 Title I, Part A - \$15,000</p>	Formative			Summative
	Oct	Dec	Mar	June

Strategy 2 Details	Reviews			
<p>Strategy 2: Teachers will be assigned to provide Instructional Data and engagement Professional development opportunities to staff to increase the student growth in their students.</p> <p>Strategy's Expected Result/Impact: An increase in student achievement data will occur, and gaps in student growth will decrease as comprehension is monitored and supported.</p> <p>Staff Responsible for Monitoring: Administrators and Instructional leadership team.</p> <p>TEA Priorities: Recruit, support, retain teachers and principals</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning</p> <p>Problem Statements: School Processes & Programs 1</p> <p>Funding Sources: Presentation Materials and Workshops - 211 Title I, Part A - \$5,000</p>	Formative			Summative
	Oct	Dec	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Performance Objective 1 Problem Statements:

School Processes & Programs
<p>Problem Statement 1: our teachers do not all have the skills needed to provide rigorous engaging lessons to our students. Root Cause: Roberson has a history of promoting high-achieving teachers to leadership positions, leaving less experienced teachers on the campus.</p>

State Compensatory

Budget for Roberson Middle School

Total SCE Funds: \$10,000.00

Total FTEs Funded by SCE: 5

Brief Description of SCE Services and/or Programs

The funds will be used to pay for tutorial materials for students such as journals, pencils, and pens. It will also provide supplemental pay for staff who are providing after-hours tutorials to targeted student groups.

Personnel for Roberson Middle School

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Cory Neblett	Student Support Specialist	1
Phillip Vaccaro	Science Teacher	1
Terry Cheiffetz	Science Teacher	1
Valentina Lizcano	Social Studies Teacher	1
Virgina Garcia	Science Teacher	1

Title I

1. Comprehensive Needs Assessment (CNA)

1.1: Comprehensive Needs Assessment

Title I, Part A Campus Improvement Plan is based on a Comprehensive Needs Assessment (CNA) of the entire school. It reflects the status of academic achievement of our scholars to the challenging state academic standards focusing on student growth within each student group of approaches, meets, and masters. The Comprehensive Needs Assessment (CNA) focuses on achievement for special populations such as At-Risk, Special Education, Emergiant Bilinguals, Economically Disadvantaged, and Gifted & Talented. The CIP will be reviewed and revised by the campus advisory committee monthly in meeting to assure that the plans align to promote academic growth in all students.

2. Campus Improvement Plan

2.1: Campus Improvement Plan developed with appropriate stakeholders

The Campus Improvement Plan (CIP) is developed in collaboration with parent(s), community member(s), and campus personnel, including teachers, campus leadership team members, and district administration. The committee may include additional stakeholders such as specialized instructional support, technical-assistance personnel, and other campus staff, as needed. The list of stakeholders who participate in the development and review of the CIP may be found in Plan4Learning in the Committees section.

2.2: Regular monitoring and revision

The CIP remains in effect for the duration of the school's identification as a Title I campus. The plan and its implementation shall be regularly monitored and revised as necessary, based on scholars' needs to ensure that all students are provided opportunities to meet the challenging state academic standards. (ESSA Sec. 12114(b)(3)). The monitoring must include students defined as economically disadvantaged, each major racial and ethnic group, students with disabilities, English learners (ESSA Section 1111(c)(2)), and "at-risk" students [TEC 42.152(d)]. Revisions and reviews will be noted in the Goals section of the Plan throughout the year.

2.3: Available to parents and community in an understandable format and language

The CIP is available to parents and the community on our campus website, it has also been translated into Spanish, and both versions are posted on our website. Upon request, an electronic or paper copy will be provided. Communication will be provided to families at the beginning of the year and during the fall Open House. (ESSA, Sec. 1114(b)(4))

2.4: Opportunities for all children to meet State standards

Campus-wide Reform Strategies: Sec. 1114(b)(7)(A)(i-iii) The school determines campus-wide reform strategies based on formative and summative student achievement data. The CIP includes a description of how such strategies will provide opportunities for all children, including each of the student populations (economically disadvantaged students, students from major racial and ethnic groups, children with disabilities, and English learners [Sec 1111(c)(2)] to meet the challenging state academic standards.

2.5: Increased learning time and well-rounded education

The campus will use methods and instructional strategies that strengthen the academic program, increase the amount and quality of learning time, and help provide an enriched and accelerated curriculum through programs, activities, and courses necessary to provide a well-rounded education.

Within the Goals, Performance Objectives, and Strategies sections in Plan4Learning, the campus lists and describes methods and instructional strategies that strengthen its academic program, increase the amount and quality of learning time, and provide an enriched and accelerated curriculum necessary for a well-rounded education.

2.6: Address needs of all students, particularly at-risk

The campus will use methods and instructional strategies that strengthen the academic program, increase the amount and quality of learning time, and help provide an enriched and accelerated curriculum through programs, activities, and courses necessary to provide a well-rounded education.

Within the Goals, Performance Objectives, and Strategies sections in Plan4Learning, the campus lists and describes methods and instructional strategies that strengthen its academic program, increase the amount and quality of learning time, and provide an enriched and accelerated curriculum necessary for a well-rounded education.

3. Annual Evaluation

3.1: Annually evaluate the schoolwide plan

The CIP will be evaluated quarterly throughout the year by the Campus Advisory Committee. The list of CAC members can be found in the Plan under the Committees section.

4. Parent and Family Engagement (PFE)

4.1: Develop and distribute Parent and Family Engagement Policy

The school jointly developed a written parent and family engagement policy and a school parent compact with parents and family members of our students.

The policy describes the ways Spring ISD fulfills the requirements for partnering with parents and families as we provide a high-quality education. Our school believes that this partnership is essential for students to succeed. This partnership includes:

- Assisting parents in understanding the state standards (TEKS) and curriculum
- Understanding state (STAAR/EOC) and local assessment standards
- How to work with the school to improve their child's achievement
- Providing materials and training to help parents work with their children, such as literacy and technology training
- Parent curriculum workshops

The School Parent compact outlines how parents, the entire school staff, and students will share the responsibility for improved academic achievement. Spring ISD also embraces family and community engagement as it is clearly outlined in our 5-year Strategic Plan as one of our 5 imperatives:

Engaged Stakeholders in Every Community

Our Parent and Family Engagement performance indicators include:

- Increase the percentage of schools with an active PTA or PTO
- Increase the percentage of stakeholders participating and engaged/highly engaged with Spring ISD
- Increase parent rating of overall quality of education provided by Spring ISD
- Increased two-way communication with parents and stakeholders
- Increase the number of student-enrichment opportunities with higher education or business partners

4.2: Offer flexible number of parent involvement meetings

Meetings will be set up throughout the year for parents to participate in helping to support and build the school culture. The campus will also provide opportunities for the community to connect with the school. All sign-in sheets will be collected and uploaded as evidence of the opportunities that the parents were afforded.

5. Targeted Assistance Schools Only

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
AnnMarie Jamar	Media Specialist	Title 1	.5
Emma McNeil	MCL Stipend	Title 1	.25
James Alexander	Instructional Specialist	Title 1	1
Mary Allen	MCL Stipend	Title 1	.25
Steven Williams	Social Studies Teacher	Title 1	1
Toni Qualls	Digital Literacy Coach	Title 1	1

Campus Funding Summary

199 General Fund					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	3	Instructional supplies, dry erase markers, and small dry erase boards		\$2,500.00
1	3	2	Science Fair Materials and curriculum		\$1,000.00
1	7	1	attendance incentives		\$500.00
Sub-Total					\$4,000.00
Budgeted Fund Source Amount					\$5,000.00
+/- Difference					\$1,000.00
199 State SCE - State Compensatory Education (PIC)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	2	Instructional materials, notebooks, pencils, and markers		\$2,000.00
1	3	2	Instructional materials, Notebooks and Pencils		\$2,000.00
Sub-Total					\$4,000.00
Budgeted Fund Source Amount					\$40,372.00
+/- Difference					\$36,372.00
211 Title I, Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Curriculum materials to support learning of targeted TEKS		\$2,000.00
1	1	2	MCL Stipend, PLC Binders, Sirius Curriculum		\$16,000.00
1	2	1	Curriculum materials		\$4,000.00
1	2	3	MCL Stipend and PLC binder materials		\$16,000.00
1	3	1	curriculum materials for extending the learning		\$4,000.00
1	4	1	Curriculum materials that support TEKS		\$4,000.00
1	4	2	Instructional Coach and 2 social studies Teacher		\$155,300.00
1	5	1	Novels and Composition notebooks		\$10,000.00
1	6	1	Curriculum materials supporting TEKS		\$2,500.00
2	1	2	Composition notebooks and pencils.		\$2,000.00
4	1	1			\$0.00
6	1	1	Technology and materials teacher presentations		\$15,000.00

211 Title I, Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
6	1	2	Presentation Materials and Workshops		\$5,000.00
Sub-Total					\$235,800.00
Budgeted Fund Source Amount					\$236,200.00
+/- Difference					\$400.00
263 Title III, LEP					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$20,590.00
+/- Difference					\$20,590.00
Grand Total Budgeted					\$302,162.00
Grand Total Spent					\$243,800.00
+/- Difference					\$58,362.00

Addendums